Unit title	Unit 3: Customer Service Provision in Hospitality
Guided learning hours	60
Number of lessons	21
Duration of lessons	3

Links to other units

- Unit 1: The Hospitality Industry
- Unit 7: Supervise Food Service Operations
- Unit 8: Supervise Food and Beverage Service
- Unit 9: Supervise Alcoholic Beverage Service
- Unit 15: Front Office Operations
- Unit 16: Accommodation Operations
- Unit 18: Events in Hospitality
- Unit 19: Conference and Banqueting
- Unit 21: Technology and Digital Media in Hospitality
- Unit 23: Personal Selling and Promotional Skills for Hospitality

Key to learning opportunities			
AW	Assignment writing	**RS**	Revision session
GS	Guest speaker	**V**	Visit
IS	Independent study	**GW**	Group Work

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
Learning aim A: Understand how to develop customer service in a hospitality organisation				
1	**A1**: Customer service in hospitality ● Customer service	GW	● **Lead in:** introduce the unit and explain that learners will be investigating customer service and the role of the supervisor in customer service. Issue specifications and discuss the unit, the learning outcomes, and the mode of assessment.	● Unit 3 of the specification ● Lesson 1 presentation

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
	and the different types of hospitality customer		Learners will be informed of the work setting the practical component of the unit will take place in. ● **Class discussion:** ask learners to discuss their experience with customer service. Encourage them to discuss their good and bad experiences as well as what makes certain things memorable. ● **Tutor-led presentation:** explain to learners the different types of customer in hospitality (internal and external), and the needs and expectations of different types of customers. ● **Paired activity:** ask learners to list as many different types of internal and external customers for a given hospitality business as they can. ● **Individual activity:** create a knowledge quiz to check learners' understanding of customer needs and expectations. ● **Plenary:** a question and answer session to check learning.	● Worksheets ● Knowledge quiz
2	**A1**: Customer service in hospitality ● Customer needs and expectations ● Customer service and meeting organisational objectives	GW RS	● **Lead in:** recap the learning covered in the previous lesson. ● **Class discussion:** ask learners to discuss the different types of customers and their needs and expectations, as covered in the previous lesson. ● **Individual activity:** ask learners to record their thoughts on the different service needs of each customer type and write them on sticky notes that they put on the wall for others to view. ● **Paired activity:** learners can discuss the main differences between the customers identified and their service needs from the class exercise. Learners can write a short report on why they think the customer needs are different. As an extension task, learners can reflect on the different needs of these customers.	● Completed worksheets from week one ● Sticky notes ● Activity sheet ● Knowledge quiz

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Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			● **Tutor-led presentation:** on the changing needs of customers. ● **Individual activity:** Learners can produce a sample of written work explaining why customer needs are changing and what effect this will have on customer service. As an extension task, learners can evaluate the consequences of customer service providers not adapting to customer needs. ● **Tutor-led presentation:** explain the definition of customer service in hospitality. The presentation could contain links to YouTube videos or internet clips from hospitality businesses explaining their expectations for staff who provide customer service. Large companies will provide training videos on the customer service they provide and what customer service means for their customers. ● **Individual activity:** Learners can write a report comparing the business expectations and customer expectations of customer service and evaluate how these two sometimes contrasting expectations affect the delivery of service. This exercise can be formative assessment. ● **Tutor-led activity:** introduce learners to aims of customer service in hospitality. Encourage learners to discuss customer satisfaction, customer loyalty, repeat business, customer confidence, increase in sales and enhanced public image. ● **Individual activity:** ask learners to produce a report on the aims of customer service to check understanding. From a given case study learners can evaluate the consequences of poor customer service. This exercise can be formative assessment to test understanding of the topic. ● **Tutor-led presentation:** explain the features of customer service. The presentation should include product knowledge,	

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			brand standards, customer service policy, staff training, positive attitudes, interpersonal skills, communication and presentation. ● **Paired activity:** learners to complete a tutor-designed worksheet on the features of customers service. Learners must give one example of each feature. They can then present this to the class. ● **Individual activity:** learners to individually complete tutor-devised knowledge quiz to check understanding of the aims and features of customer service. ● **Plenary:** question and answer session to check learning.	
3	**A2:** Customer service and meeting organisational objectives ● Consequences of poor customer service and exceeding customer needs	GW	● **Lead in:** recap the previous lesson ● **Tutor-led presentation:** use video or internet clips, or role play exercises, to explain to learners the consequences of poor customer service. ● **Tutor-led activity:** learners to discuss their experiences of poor customer service. Ask learners to explain what the consequences of this type of service could be for the business. ● **Group activity:** give each group a scenario in which a business has provided poor service. The groups should design a presentation showing the consequences of this poor service for that business. They can then present these to the class. Learners can complete notes about each presentation seen and write a short report making general recommendations for improvement. ● **Tutor-led presentation:** introduce learners to the benefits of business of exceeding customers' needs. Include areas such as: customer expectations, positive attitude towards	● Presentation ● Worksheets ● Knowledge quiz

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			the business, an improved reputation, increased business, increased revenue, standards of service, dealing with problems and providing additional help and assistance. ● **Class discussion:** learners to discuss the benefits to a business of exceeding customer expectations. Encourage learners to give examples of when their needs and expectations have been exceeded. ● **Paired activity:** learners can design a flow chart showing how exceeding customer needs and expectations can lead to increased profit and an improved reputation for a given business. ● **Tutor-led activity:** learners to discuss their flow charts with the class to ensure they all follow a similar pattern. ● **Individual activity:** learners to individually complete a tutor-devised knowledge quiz to check understanding of the difference between the features of customer service and the consequences of poor customer service. ● **Plenary:** question and answer session to check learning.	
4	**A2:** Customer service and meeting organisational objectives ● Trends in customer service and customer service standards	GW RS	● **Lead in:** recap the previous lesson and introduce the lesson aims and objectives. ● **Class discussion:** learners to discuss any trends in customer service that they know and give examples of these trends. ● **Paired activity:** give learners a large hospitality business to investigate on the internet. Learners should be looking for their customer service policies They can record any trends in customer service. They can share these trends with the class to identify common patterns. ● **Tutor-led presentation:** cover the range of trends in the specification and any others that are common to the locality.	● Presentation ● Worksheets ● Knowledge quiz ● List of hospitality businesses

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			● **Individual activity:** learners can write a short report on changes hospitality businesses can make to keep up with these changes. In a further task learners could evaluate the consequences of businesses not keeping up with the latest trends. This exercise can be formative assessment to test learners understanding of the topic. ● **Individual activity:** learners to individually complete a tutor-devised knowledge quiz to check understanding of trends in hospitality. ● **Group activity:** learners can consider the term 'customer service standard'. Each group should record what this term means to them. They can then share with the class for discussion. ● **Tutor-led presentation:** introduce organisational objectives and service level arrangements for complaint handling. ● **Paired activity:** learners to revisit their given hospitality business (the one they will use for the practical) and investigate the customer service standards for this business. They can then share this with the class. ● **Tutor-led presentation:** introduce to learners the customer service standard used for the functional service area for this unit. ● **Class discussion:** learners to discuss this customer service standard to confirm understanding. ● **Plenary:** question and answer session to check learning.	

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
5	**A2:** Customer service and meeting organisational objectives ● Customer service standards	GS GW	● **Lead in:** introduction to guest speaker ● **Guest speaker:** talks to learners about customer service standards and their impact on the business and customer service. ● **Individual activity:** if guest speaker is not available learners can investigate customer service standards of large businesses in the area and record their findings. These can be shared with the group. Learners can take notes and then write a comparison of the different customer standards. ● **Tutor-led activity:** Presentation on the different service level arrangements for complaint handling. ● **Paired activity:** learners can write staff training leaflets on customer service standards. Learners should include objectives and service level arrangements for complaint handling. As an extension task, learners can evaluate the effect on the business if complaints are not handled correctly. ● **Plenary:** question and answer session to check learning.	● Guests speaker from local business ● Worksheets
6	**A3**: Role of the supervisor in customer service ● Supervising a team to deliver customer service	GW RS	● **Lead in:** introduce the role of the supervisor. ● **Class discussion:** learners to discuss the role of the supervisor in customer service. ● **Paired activity:** learners to record any issues they foresee when working in a team as a supervisor. The class can then discuss these issues. Tutor to record any common problems; use these as a class discussion. ● **Individual activity:** provide case studies from the learner suggested issues and learners have to produce a report explaining how a supervisor will deal with these issues. As an	● Presentations ● Worksheets

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			extension task, learners can evaluate the benefits to the supervisor of dealing effectively with issues. This exercise can be formative assessment. ● **Tutor-led activity:** learners to discuss the best way to deal with staff issues within a team as a supervisor. Tutor to give guidance. ● **Tutor-led presentation:** on how to develop effective teams. Include topics such as: leading a team, team motivation, ability to take the initiative, defusing and resolving conflict and fairness. (You can find more items in the specification.) ● **Group activity:** Learners can discuss the benefits of team goals. They can then share this with the class. ● **Plenary:** question and answer session to check learning. Tutor should answer any learner concerns about the role of the supervisor.	
7	**A3:** Role of the supervisor in customer service ● Demonstrating excellent customer service skills	GW RS	● **Lead in:** Tutor to recap the previous lesson. ● **Tutor-led presentation:** introduce the factors from the specification needed to demonstrate excellent customer service skills. Factors covered could include: personal presentation, hygiene, appearance, attitude, communication and levels of empathy. ● **Individual activity:** learners to complete tutor-designed worksheets identifying factors needed to demonstrate excellent customer service skills. Learners must give examples of these skills relevant to the workplace. This exercise will be part of the formative assessment. ● **Group activity:** give learners tutor-designed role-play cards. Learners must act out supervisor and team member situations. Learners to complete observation forms on the role play and the feedback can be given back to the teams	● Presentation ● Worksheets ● Roleplay cards

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			to write points for improvement. ● **Tutor-led presentation:** discuss with learners the benefits of communication within a team. You could use video and internet clips to show the learners the different types of communication and their importance. ● **Paired activity:** learners to act out small role-plays where communication has been identified as an issue. The class can respond and suggest improvements to strengthen communication and improve customer service skills. ● **Plenary:** Tutor designed worksheet to check learning.	
8	● Understand how to develop customer service in a hospitality organisation	AW	● **Lead in:** introduce learners to the first assignment ● **Tutor-led presentation:** recap the previous six lessons in preparation for the first assignment. ● **Tutor-led activity:** learners to ask any questions on the assignment to clarify understanding. ● **Individual activity:** learners to work individually on the first assignment for this unit. ● **Plenary:** learners to hand in completed work	● Presentation ● Assignment one
Learning aim B: Carry out supervision of customer service in different situations, using appropriate behaviours to meet expectations				
9	**B1**: Customer service for diverse types of customer	GW	● **Lead in:** introduce learners to the learning aim ● **Paired activity:** Ask learners to list as many customer types as possible, make one list and collate the list on a handout. ● **Group activity:** Give each group the class list and ask the learners to group the customer types into the following	● Presentation ● Tutor designed role play activity

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			categories o Internal customer o External customer o Customers with specific needs ● **Class discussion:** Learners can discuss with the whole class why customer types were placed into each category. ● **Tutor-led activity:** on the personal skills a supervisor needs to deal with customer problems. Ask learners to suggest potential problematic situations and solutions. You could use video or internet clips to show learners the range of problems that could occur. ● **Paired activity:** to resolve tutor-designed role play scenarios based on customer service problems. Encourage learners to use initiative and creativity to solve problems. The tutor can give feedback to the most appropriate methods used to resolve these problems. ● **Individual activity:** Learners to complete tutor-designed worksheet to ensure learners understand the different classification of customers and their potential problems. ● **Plenary:** question and answer session to check learning.	
10	**B2:** Anticipate different customer needs and expectations ● Diverse customers and service situations	GW	● **Lead in:** explain the term 'diversity' to learners. ● **Tutor-led presentation:** introduce learners to a diverse range of customer needs. ● **Paired activity:** using a tutor-designed worksheet and different case studies learners should identify service situations in which customer needs must be addressed. These situations should include: o timing o special requirements	● Tutor presentations ● Worksheets ● Roleplay cards

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			o health and safety o functions. ● **Class discussion:** learners should discuss customer disabilities and how customer service can be adapted to meet the needs of the customers with disabilities. ● **Tutor-led presentation:** explain how different disabilities and cultural requirements should be dealt with by customer service staff. Include the communication methods used to meet the needs of diverse customers. ● **Individual activity:** use a tutor-designed worksheet, in which learners complete a matching exercise on different disabilities to communication methods, to ensure understanding. ● **Group activity:** role play in groups from tutor-designed scenarios covering cultural requirements. The tutor can feedback on the most appropriate way to handle some of these role-play situations. ● **Plenary:** question and answer session to check learning.	
11	**B3**: Customer service skills and behaviours ● Communication skills and barriers to communication	GW	● **Lead in:** introduce learners to the lesson objectives ● **Tutor-led presentation:** introduce learners to the range of communication styles, you should include: o Verbal o Non-verbal You could use video or internet clips. ● **Tutor-led activity:** learners to discuss when they encountered barriers to communication and when they have not been listened to explaining how this made them feel. ● **Paired activity:** Learners to work together completing a tutor designed worksheet matching the best communication	● Presentation ● Worksheets ● Question papers

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			styles to customer situations. ● **Group activity:** role-play activities displaying different types of body language according to the customer situation. Learners to feedback to the class based on the effectiveness of the type of body language used. ● **Tutor-led activity:** Learners to discuss the barriers to communication and how to overcome these. Include customer requirements and how to ensure these are met. ● **Plenary:** Learners to complete tutor-designed question paper on communication and customer requirements to ensure understanding.	
12	**B4**: Deal with different customer requirements effectively ● Managing a range of customer service requests	GW	● **Lead in:** introduce learners to the practical working area. ● **Tutor-led presentation:** hand out the second assignment to learners and explain what they will need to do to complete the tasks. ● **Tutor-led activity:** question and answer session on the tasks in assignment two to clarify understanding. ● **Tutor-led presentation**: introduce learners to the practical working area or simulated environment where the practical tasks will take place. The tutor should demonstrate how equipment in this area should be used. ● **Group work:** give learners copies of the paperwork that they will use in the practical working environment. Learners should complete the paperwork according to given situations and scenarios by the tutor. Paperwork should include: o Reservation forms o Complaint forms o Forms to record specific customer needs ● **Tutor-led presentation:** on the practical element of this unit and what tasks learners are expected to do for the	● Assignment two task one ● Tutor presentation ● Customer service paperwork ● Customer service equipment

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			assignment. Remind learners that they will be working as a supervisor for this role. The presentation should include these tasks: o active listening o good questioning techniques o positive language (including body language) o attention to detail o product knowledge o personal performance. ● **Plenary:** question and answer session to check learners' understanding of the practical task.	
13	**B4:** Deal with different customer requirements effectively ● Practise practical assessment in the customer service environment	WE	● **Lead in:** recap practical assessment. Give learners the opportunity to ask questions. Inform learners that this is a practice session for the assessment. ● **Individual activity:** Learners to practise working in the practical customer service area leading a team to deliver customer service. Inform learners to keep copies of all paperwork used. ● **Tutor observation:** complete an observation form on the learners, documenting in detail, the work undertaken by the learner. Give written feedback to the learner in preparation for the practical assessment. Learners can use this feedback to make recommendations for improvement. As an extension task, learners can justify their actions and evaluate the feedback. ● **Plenary:** Tutor to give verbal and written feedback to the learner. Encourage learners to ask questions to ensure understanding.	● Assignment two task one ● Tutor observation forms ● Access to the customer service area for practical activity

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
14	**B4:** Deal with different customer requirements effectively ● Practical assessment in a customer service environment	AW	● **Lead in:** In preparation for the assignment inform learners of the requirements of the assessment. Learners will be informed of the role they will be playing when dealing with customers. ● **Individual activity:** Learners to work in the practical customer service area leading a team to deliver customer service. Learners should work during a function or event. Inform learners to keep copies of all paperwork used. ● **Tutor observation:** complete an observation on the learners, documenting in detail, the work undertaken by the learner. The tutor should give written feedback to the learner in preparation for the learner assignment. ● **Plenary:** Tutor to give verbal feedback to the learners.	● Assignment two task one ● Tutor observation forms ● Access to the customer service area for practical activity
15	**B4**: Deal with different customer requirements effectively ● A reflective account of practical customer service	AW	● **Lead in:** Tutor to explain assignment two task two to the learners. Learners will be informed of the role they will be playing when dealing with customers. ● **Individual activity:** Learners to work individually to complete assignment two, task two. Learners are to complete a reflective account of their practical performance drawing on their personal experience of dealing with staff and customers. This will be marked by the tutor and feedback given to learners. ● **Plenary:** Learners to hand in the completed assignment.	● Assignment two task two
Learning aim C: Explore methods to monitor and improve customer service performance				
16	**C1:** Monitor and evaluate customer service performance	GW	● **Lead in:** introduce learners to the final learning aim ● **Tutor-led presentation:** introduce the importance of monitoring and evaluating customer service. You could use video or internet clips.	● Unit ● Presentation ● Sticky notes ● Role-play

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			● **Class discussion:** Learners should discuss why feedback from customers, colleagues and management is important. ● **Paired activity:** give learners sticky notes and suggest suitable formats for feedback from the three groups above and place them in the relevant sections. The class can have a discussion on the appropriate format for feedback based on the responses given. ● **Group activity:** learners can complete different types of feedback forms from a given role play scenario. The groups can swap the feedback forms, and the different group can discuss how they would deal with the information from the comment card they have been given to improve customer service. This can then be shared with the whole group. The feedback forms should include: o Mystery customer o Staff observations o Customer feedback o Informal comments (A selection of different feedback is available in the specification.) ● **Paired activity:** Learners to research similar companies to the one they will be working in for the practical exercise as discussed with learners in week one, local to their area, and investigate the feedback formats they use. They can then share this research with the class. Learners can write about the different forms of feedback used and explain the benefit of each one. As an extension task, learners can evaluate these feedback forms and justify how they will benefit the business. ● **Plenary:** question and answer session to check learning.	scenarios ● Feedback forms

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
17	**C2**: Indicators of improved performance	GW	● **Lead in:** recap the previous lesson. ● **Tutor-led activity:** Learners should discuss the how businesses can evaluate the effectiveness of customer service. You should discuss financial data, repeat business and competitor activity. ● **Tutor-led presentation:** introduce learners to the importance of recognising the indicators signs of improved performance. ● **Group activity:** give learners a tutor designed worksheet with different scenarios or case studies explaining customer service situations. These case studies should all have a positive outcome to improve customer care. that have been handled corrected to improve customer care. Learners must suggest the indicator that will measure the success of this improvement. Learners should record the explanation to share with the class. ● **Paired activity:** Learners can design a diagram showing the indicators of improved performance of customer service. Share diagrams with the class. Learners can then write a report on the different indicators used and evaluate the benefit to the business. ● **Individual activity:** create a knowledge quiz for learners to complete to consolidate their learning. ● **Plenary:** question and answer session to ensure understanding.	● Tutor presentation ● Tutor designed worksheets ● Tutor designed quiz
18	**C3**: Implement measures to improve customer service ● Customer service procedures used to	GW	● **Lead n:** recap the previous lesson	● Tutor presentation ● Tutor designed scenarios ● Tutor designed

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
	develop customer service		● **Tutor-led presentation:** introduce the skills and service procedures needed to effectively implement improvements in customer service. Focus on the role of the supervisor and how they can develop the team to improve. ● **Class discussion:** Learners can discuss the most effective way to develop staff and coach team members to improve customer service. Learners should discuss: o Efficiency: staff levels, e.g. standards checklist, team responsibilities, review and evaluate team working arrangements, self-evaluation, staff training, e.g. communicate core values, develop underperforming team members, individual on the job coaching, on and off-site training. ● **Paired activity:** give learners tutor designed role play scenarios. One learner can play a team member and one the supervisor. The scenarios should be based on efficiency, and there is a selection of terms to use in the specification. Encourage learners to act out these scenarios to the class for feedback. Learners can complete observation forms on each other and write a report on how they can improve based on the peer observation forms. As an extension task, learners can evaluate each others' performance, justifying recommendations for improvement. ● **Tutor-led presentation:** introduce the importance of communicating performance to the team. You could use video or internet clips. Tutor should explain the need for performance appraisals and how these benefit the business and the staff.	role play scenarios

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			● **Group activity:** using different role play scenarios learners should decide on a suitable performance measure for the supervisor to use with the team member. Learners can write a report justifying why they chose the performance measure. As an extension task, learners can evaluate the suitability of the performance measure. ● **Paired activity:** Learners to suggest different methods that can be used to improve staff performance for customer service. Learners ~~Each plan~~ should support their findings with advantages and disadvantages. They can then share these methods with the class. Examples given can be: o Employee of the month o E-bonus scheme o improvements to products and services offered o quality o range o price o loyalty schemes ● **Plenary:** question and answer session to ensure understanding	
19	**C4:** Improvement of future performance of customer service ● Implementing performance measures	GW	● **Lead in:** recap the previous session ● **Tutor-led presentation:** introduce the importance of customer service standards. Explain the term 'SMART objectives'. ● **Individual activity:** give learners a short case study and ask them to write SMART objectives to suit the situation. These scenarios should be based on the working	● Tutor presentation ● Tutor designed scenarios ● Tutor designed service

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			environment for this unit. ● **Class discussion:** learners should discuss their understanding of core values. Tutor should supply learners with examples of core values. ● **Paired activity:** give learners a hospitality business. Ask them to research the core values of that business and feedback to the group. These can include the core values given by the tutor in the exercise above. ● **Tutor-led presentation:** explain the difference between customer service standards, core values and mission statements. You could use video or internet clips to help show the difference between these terms. Large companies in your area will have training videos or clips to explain these terms ● **Group activity:** give learners a list of statements. They should group them according to whether they think they are a customer service standard, a core value or a mission statement. The class can then discuss these lists and ensure they are placed in the correct area. ● **Individual activity:** tutor designed question sheet to clarify understanding. ● **Plenary:** explain the final part of assignment two task two to learners	
20	**Formal assignment task**	AW	● **Lead in:** ensure understanding of assignment two task two. ● **Individual activity:** learners to complete assignment two, task two. Learners are to work individually on the second task in assignment two. Learners will need to include different types of feedback forms to support the assignment.	● Unit specification ● Learner feedback from assignment two

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
			● **Plenary:** Learners to hand in the assignment	task one ● Assignment two task two
21	**Formal assignment task**	AW	● **Lead in:** hand out assignments to learners. ● **Individual activity:** learners to complete assignment two, task two. ● **Plenary:** Learners to hand in the completed assignment.	● Unit specification ● Assignment two task two

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